



Education and Skills Development

Human Sciences Research Council

October 2016
Volume 2 Issue 3

Education and the South African labour market

An outcome of the apartheid government's education policies was a low-quality and unequal schooling system, leading to a post-school education system that is not accessible to those with poor levels of schooling. Education is a key priority, and the country has invested enormous resources to improve the schooling system. The state has improved access to schooling, but positive outcomes, notably in Mathematics and Science subjects, remain elusive. This poor foundation impacts negatively on the types and quality of skills entering the labour market. In this issue we look at the interplay between education, skills and the labour market. The recent [Labour Market Intelligence Partnership \(LMIP\) report](#) provides a holistic understanding of the current supply and demand for skills in South Africa in order to inform future skills policy to support an inclusive economic growth path.

[You need Matric mathematics to access artisanal work](#)

As part of the LMIP, a study was conducted which aimed to better understand the changing nature of artisanal work and occupations. Angelique Wildschut and Tamlyne Meyer explore some of the insights gained from the study which highlights the role that Mathematics and Science at school play in supporting the development of artisanal skills in South Africa.

[The role of Post School Education and Training institutions in predicting labour market outcomes](#)

Using data from three waves of the National Income Dynamics Study (NIDS), Haroon Borhat and colleagues, from University of Cape Town, investigated whether there is an earnings premium linked to the type of institution attended, and whether the probability of employment differs by the institution attended. To do this, they looked at the earnings and employment returns of university degrees compared to Technical and Vocational Education and Training (TVET) college diplomas.



[Skills supply in South Africa: A visual representation](#)

A critical constraint on the education and training system and the labour market is the inadequate quality of basic education. Using a visual representation, the supply of skills from schools, universities and TVET colleges, particularly in Science, Engineering, Technology and Mathematics subjects, is explored.



[Where do graduates work? A visual representation](#)

The LMIP authors explored the occupations and industrial sectors that the employed with degrees worked in. Using data from the StatsSA Quarterly Labour Force Survey, they analysed the sectors and occupations that graduates (1.2 million) worked in, and in particular examined the destinations of those with Engineering degrees (118 700).

[Labour market intelligence project Update](#)

The LMIP Update 2016 provides a summary of the recently published Skills Supply and Demand in South Africa report authored by Vijay Reddy, Haroon Borhat, Marcus Powell, Mariette Visser and Fabian Arends. The purpose of conducting the skills supply and demand analysis is to estimate and anticipate the education and skills required to support societal development, and a productive and inclusive economic growth path.

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